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ABSTRACT

Resulting from the Advanced Training for Child Care Administrators project (ATCCA), this manual serves to promote, in similar projects, training in administration and staff development in the areas of child development, education, or social work. Section 1 describes the rationale, goals, expectations, responsibilities, and participant selection that should be considered prior to implementing a program. Section 2 outlines three stages of program development: starting the program, working in the program, and assessing the program. Final comments regarding flexible use of the manual and training for the project are included. The ATCCA preliminary observation form, data sheet, contact worksheet, and training agreement are appended. (BJD)

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# TRAINING IN ADMINISTRATION AND STAFF DEVELOPMENT

## Erikson Institute's ATCCA Model

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## Introduction

This manual is a product of a project developed by Erikson Institute as part of its graduate program in child development. The project was developed to meet the needs of some of the students for additional training in administration and staff development. Over a period of several years, Erikson Institute tried out various forms of this program in an effort to offer students practical experiences in administering child care programs, and particularly in providing consultation, training and support to the staff.

Most child care programs are comparatively small units, serving 30 to 100 young children and their families. The centers are either independent or a part of a larger umbrella organization. In either case, the administration of the center in terms of budgeting, systems development, etc. is comparatively simple. The complex part of the administrative task is the supervision and training of the staff, for it is the staff which is the primary factor in determining the quality of the services offered, and therefore the most valuable resource the center has. Recruiting, training, supervising and supporting the staff are the "name of the game" in developing a good program for children and families. This is particularly important in a field which offers low salaries and few fringe benefits to professionals and paraprofessionals who are expected to provide essential services to the community. Staff training and pleasant working conditions do not make up for inadequate financial compensation, but they do offer some reward to those who have a commitment to children and families and an interest in their own professional growth.

In 1981, the Joyce Foundation of Chicago gave Erikson Institute a grant to develop the Advanced Training for Child Care Administrators project, which was an outgrowth of the work that had been tried previously. The form which the project took is described in this manual. It is designed to provide training for a small group of students and centers. The Erikson ATCCA project included six students who each worked at one or two centers. The students served as administrative assistants to the directors of the centers and provided individual consultation and in-service training to the staff. Each student was closely supervised by a faculty member and received instruction in administrative procedures from the center director. In addition, all students were trained in staff development through a variety of group seminars and workshops.

This manual was written to help college and university programs in child development, education or social work add training in administration and staff development to their existing curricula. It is hoped that it will serve as a guide to the development of similar programs. Many examples from the Erikson ATCCA project have been used to illustrate both procedures and content. The forms developed for the project are included in the addenda.

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I. Before You Start a Program

A. Rationale

The first step in developing a training program similar to the Erikson ATCCA project is to clarify and make explicit the educational philosophy upon which it is to be based. The educational institution developing the ATCCA program should be able to state clearly its views about learning, particularly adult learning, and its views about what constitutes good educational experiences.

Erikson Institute's approach to education and training is based on the following tenets:

1. Education is most effective when the learner is actively engaged in the learning process.

2. The learner who negotiates his/her own goals is more highly motivated to achieve those goals.

3. Faculty and students working in teams provide good educational experiences for the students.

4. In the learning process, consideration is given to both conscious and unconscious affects and motivations.

5. A quality educational program allows for individual needs and individual differences.

B. Goals, expectations and responsibilities

After clarifying the philosophy on which the ATCCA program is to be based, the next step is to set out the goals of the program. In determining the goals of the program, it is important to remember that they should be consonant with the goals of the individuals and groups who are going to participate in the project. In some cases it might mean that some compromising among participants becomes necessary in order for each to be able to have a satisfactory experience in the project.

In the Erikson ATCCA project two major goals were arrived at for the groups primarily concerned: One was to improve the educational experience of selected graduate students by offering a program in administration, consultation and staff development. The second goal was to provide quality in-service training to the staff of the day care centers participating in the program.

Another step which must be taken before actually putting a program into place is the clarification of expectations and responsibilities for all the participants in the program.

In the Erikson ATCCA project, the faculty was made aware of the time it would take to participate in the project. Their responsibilities

to the students, on both an individual basis and in organizing workshops and seminars for groups, were spelled out in very specific terms.

Students were informed about additional reading and preparation time which would be required by the program. They were also made aware of the fact the the project required a commitment from them which meant the expenditure of additional effort and emotional energy.

Center directors were alerted to the extra time and investment which their staff would have to give in order to benefit from the project. The ATCCA project director met with each of the directors to discuss the pros and cons for each center of participation in the project.

C. Participants: faculty, students, center staff

There are three categories of participants in the ATCCA program: faculty members of the college or university conducting the training, students (either graduate or experienced undergraduate), and the staff of the children's centers. All the participants are important to the success of the program and therefore careful selection is a fundamental requirement.

Each faculty member should be committed to the project and be able to assure that his/her time will be available to the students and the centers assigned to him/her. Care should be taken that faculty members are not overcommitted to other teaching responsibilities, and that the ATCCA program will be given the proper attention.

Faculty should participate in selecting students for the ATCCA program, to ascertain whether students have enough experience to provide service to the centers, as they in turn are learning the administrative role. In addition to experience in the field, students who have specific talents in music, movement, art, science, etc. which can be shared with day care staff are particularly valuable candidates. It is also important that students selected for the program be mature enough to handle some of the issues about authority that inevitably arise in training and supervisory situations.

Exact requirements for the selection of students should be determined by each ATCCA program, depending on its goals and structure. The more knowledge of child development and early education a student has, the more that student will be able to offer to the center staff. However, mature students with less experience or knowledge can do very well in a program of this kind if they have enough support and guidance from the faculty.

In the selection of centers for the program, the primary consideration is the willingness of the center director to have his/her staff devote sufficient time and effort to the ATCCA program. The director who sees the benefits to the center of additional in-service training and supervision usually will be able to motivate the staff to take an active role in the project.

When selecting students, it is also important to make sure that each has the time to give to the project. Details about the need for preparation, additional reading, and travel should be very clear. Students should also be helped to clarify their own educational goals and their interest in learning more about the administrative process and staff training. Faculty members can be very helpful to the students in this exploratory process. It is also helpful for students to have an opportunity to visit one or two centers and talk to the director to get a better picture of the working situation and what would be involved if they join the program.

Important Factors in the Selection Process:

1. All participants should have a commitment to the philosophical approach of the ATCCA program.

2. Faculty members should be familiar with local child care programs, and should have practical experience in child care and staff training.

3. Students should have the time necessary to participate in the program, as well as a special interest in learning more about administration and staff training.

II. The Program

A. Starting up the Program

1. Matching up participants

An ATCCA program must begin with the matching of faculty members, students and centers. Consideration should be given to the interests and needs, strengths and weaknesses of the individuals and centers in deciding who will be working together. Practical concerns, such as distances to be traveled from one location to another, should also be taken into consideration.

In the Erikson model, potential partners from the faculty and the student body met with one another before a final decision was made in the project. After it was decided which students and faculty would work together, the pair visited the day care center so that both the student and the day care director could decide if they could work productively together.

2. Starting work at the centers

It is important that the student and faculty member assigned to each center meet all the staff of the center, even those who may not be directly involved in the training.

In the Erikson model we found that a good way to start was to have a general staff meeting where the student explained the project and his/her role in it.

The following are some specific aspects of the student's dual role as a learner of administration and as a staff trainer which can be included in the presentation to the staff:

a. The student will observe how the center operates and the staff functions: the duties and responsibilities of the director, the teaching staff, and the auxiliary staff.

b. The student will function as an assistant to the director, as a way of acquiring administrative skills.

c. The student will participate in planning and implementing staff training under the supervision of a faculty member from the college or university.

d. As part of the planning process, the student will explore training needs with each of the staff members. For this process a data sheet (see Addendum) will be used to collect and organize information about classrooms and about individual training needs.

e. The student begins by making preliminary observations in one classroom, using a form developed for this purpose.

In addition to explaining his/her role, the student should inform the staff of his/her schedule at the center, and what is expected to make the project a success. Although the student should take the lead in presenting the ATCCA program to the staff, it is important for the center director to be there as a back-up, giving sanction and support to the program. It should be made clear that each participant will be expected to take part in an assessment of the program after training is completed.

3. Preliminary observations

The purpose of the preliminary observation is to test the skills of the student in observing, assessing, and reporting. Therefore, it is helpful if the teacher in the classroom chosen for this purpose is amenable to the observation and does not put the student under pressure.

In the Erikson ATCCA model, the center directors were active in the selection of the classrooms. The teachers in the different rooms felt comfortable about being observed, and were clear that the observations were a test of the student's skills and not an assessment of their competence.

Although the primary purpose of the observation is to assess the student's skills, this activity also offers the student a specific task which eases her entry into the center.

4. Student assessment of centers

After students have completed their preliminary observations of a particular classroom (using data forms described in section B1) they are ready to gather information about the center as a whole. As a way of structuring this task and teaching the student about this kind of assessment, forms are developed for each of the components of the centers. In the ATCCA program developed by Erikson Institute, the faculty designed the forms for the students because of the time constraints of the graduate program. In situations where students have more time to devote to this part of their education, they might work with the faculty in developing the forms to be used. Such an activity can be extremely valuable for students.

Student assessments of the centers have several purposes:

a. to describe all aspects of the program, including services to parents as well as children;

b. to identify program goals and philosophy;

c. to explore funding, budgeting, and record keeping systems;

d. to gather information about the community and the families being served;

e. to delineate staff responsibilities and program planning systems.

5. Development of goals

Developing goals for both the staff of the day care centers and the college students provides the basis for the training plan which will be designed jointly by the students and faculty.

a. Student goals

Before the final determination of a student's goals, the faculty advisor and the student assess the student's knowledge and skills, as well as his/her learning needs. They then join with the day care director and construct a plan for the student which conforms to the ATCCA program goals and the capabilities of the day care center.

b. Staff goals

The articulation of staff goals is a process in which the student participates with each of the staff members who will be involved in the ATCCA program. As part of this process the student:

(1) observes the staff member and gives constructive feedback about his/her performance;

(2) interviews staff to help each one articulate learning goals;

(3) plans how these goals will be translated into a set of realistic priorities for training.

Being able to articulate one's goals is often a difficult task. Many staff members think of goals in very global terms ("I want to be a better teacher"). It then becomes the job of the student to explore with the staff member exactly what are the attributes of a "good teacher" and to make a connection with that teacher's strengths and weaknesses.

6. Staff training plans

Deciding on priorities for training can be a sensitive issue. It is not unusual for teachers to choose to begin their training in areas in which they are reasonably competent. Although it may seem more logical to begin training in an area in which the teacher really needs help, students are helped to understand the teacher's need to maintain her self-esteem in what can be a threatening situation. After all, nobody likes to be assessed and found wanting.

Two types of plans are negotiated by the students:

a. Training plans to meet the specific needs of individual staff members; and

b. Plans to meet the training needs of the entire staff and of sub-groups of staff.

In the development of the training plan, it is important to remember that it is most effective to start with the most receptive and secure staff members. It is the best way to insure success for both the staff and the student, and it gives the more reluctant staff a chance to get to know the student and to observe the training before having to be an active participant.

Some of the issues to consider in helping students develop training plans are:

a. Before developing a training plan, faculty advisors must determine the student's capabilities.

b. Matching the student's abilities to the training needs of the staff is still vital to the success of the program and requires negotiation.

c. Faculty advisors have final responsibility for a realistic training plan based on the student's training abilities and the time which center staff have for in-service training.

7. Initiating staff training

Students who have had little, or no, training experience need close supervision from the faculty advisor as they begin working with the center staff. From our experience in the Erikson ATCCA project we found that certain issues tend to surface as the training gets under way. These are:

a. Students often need help in seeing the positive aspects of both the overall program and the performance of individual staff members.

b. Developing a working relationship between student and staff includes being open to each person's ideas and encouraging an open exchange between student trainer and staff trainees.

c. Helping students remain neutral regarding tensions encountered within the center is an important task for faculty advisors.

d. Confidentiality is the key word for students and faculty in a project such as this.

e. Successful training is dependent on good communication skills. Students can beome skillful at careful listening, clarification, paraphrasing, and all the techniques of an experienced communicator.

f. All the problems which students will meet cannot be solved, and they need to face this reality.

g. People cannot be forced to learn or to perform. They can be motivated, but the final decision remains with them.

h. Individuals respond differently to different modes of training with some doing better in groups while others prefer individual supervision.

B. Working in the Program

1. Developing a Recording System

Keeping records of each step of an ATCCA program is essential in order to provide a quality training program for the day care staff and if effective learning by the student is to result. Because there are many aspects to this program, students can begin to feel fragmented and overwhelmed. Documenting each step in the process provides boundaries, gives a needed sense of closure, and facilitates a more objective perception of events. Record keeping allows the student to review past performance in order better to evaluate present functioning. It helps the student to separate feelings from facts, and to validate or reject reactions from one situation to another or over time. In the Erikson ATCCA program several different kinds of records were kept. Each had specific purposes and values for the student and the faculty advisor.

a. Preliminary Observation Forms

The Preliminary Observation Form provides a guide to assess each student's ability to observe teacher-child interactions and classroom procedures, and to make judgments about the quality of the child care and educational experiences based on those observations. The form developed for the Erikson ATCCA program (see Addendum) includes observations of structured and unstructured situations, as well as tapping into the student's perceptions of the classroom "atmosphere". The student is asked about his/her feelings and perceptions, and then required to explain those reactions on the basis of observed actions and behaviors.

It is important to assess not only the student's ability to make accurate observations but to determine the student's acumen in using these observations to plan in-service training and/or consultation.

b. Data Sheets

The Data Sheet (see Addendum) is a comprehensive document to be filled out by each student for each center in which he/she works. It includes objective information about the center, e.g., the families served and the community in which the center is situated. It describes staff responsibilities and notes whether this information is in written form, or informally accepted. The Data Sheet also notes past staff training and the staff's assessment of that training. It includes the methods of assessing staff performance.

When completed, the Data Sheets provide the student, faculty advisor and director with a complete written description of the center and its functioning. This document often points up the lack of clarity about job responsibilities or inappropriate evaluation methods.

Gathering all this information and filling out the forms is an invaluable experience for the student. It gives him/her an overview of the center and the interrelationships of the various aspects of the services offered.

c. Journals

Students keep a journal or log from the very beginning of the program. It is not unlike a diary which many people maintain to record their ideas and feelings, as well as actual events. There is not a set format for this journal. It can be set up in any way that is comfortable and meets individual requirements. There are, however, general guidelines for the journal:

(1) Recordings are made in chronological order and as close to the event as possible.

(2) They include objective descriptions of events, i.e., who was there, what occurred, etc.

(3) The journal also includes the student's feelings about events and individuals.

(4) Students record impressions, guesses, ideas, possible plans, etc., so the journal can be used as a sounding board for the students to test out ideas, or to check whether first impressions change over time.

The journals are valuable in several different ways:

(1) they not only record events, but also describe them.

(2) they help the students see patterns in the behavior of the staff members and in their own reactions.

(3) they sometimes reveal attitudes on the part of the student of which she or he was not aware.

(4) they contribute to the development of insight on the part of the student who can review situations, see progress or oversights.

(5) they assist in problem solving by providing the data in an organized manner.

(6) they encourage students to consider different points of view.

(7) they are invaluable in providing material to be used in conferences between faculty advisor and student, or in three-way discussions among faculty, student, and day care administrator.

d. Contact Sheets

Contact sheets are one page forms which document every encounter the student has with day care staff in the ATCCA program. These encounters include conferences, meetings, telephone conversations, written communications, workshops. The contact sheets include both the plans for a particular encounter or event and what actually occurred. Contact sheets are particularly valuable in comparing what was planned, anticipated, expected with what really happened. Patterns of student functioning begin to emerge. Is there a consistent failure to carry out plans? Or are plans implemented in a rigid fashion with no leeway given for unexpected situations or changes in personnel?

A very important use of the contact sheet is to help students focus and keep on task. For example, there may be a tendency to make interactions with center staff a social occasion, because it defuses some of the student's anxiety. Having a written document that outlines goals and plans is a most valuable instrument in discouraging this behavior. (See Addendum.)

e. Written Training Agreements or Contracts

Written agreements are negotiated by the student with each individual staff member or group involved in the training. Although this may appear overly formal, at Erikson we found it to be a necessary part of the program. It ensures that each person is clear about his/her responsibilities and the short and long range goals and procedures. Because it is in written form, it guards against the kind of misunderstanding resulting from verbal exchanges. It also allows the contract to be renegotiated if necessary when it is reviewed from time to time.

The purposes of the contract are:

1. to delineate goals and the procedures for meeting those goals,
2. to break down long-range goals into manageable steps,
3. to identify each person's responsibilities,
4. to create a time frame for the training at the center,
5. to make explicit the criteria for success.

The written contracts do not have a prescribed form, but they are signed by all the parties involved and each party receives a copy.

(See Addendum for a Sample Agreement.)

2. Student Training

The training of the students is accomplished in three different modes:

* through one-to-one conferences
* through a variety of seminars
* through supervised experiences at the centers.

a. Conferences

(1) Student-Advisor Conferences

Students and their faculty advisors meet periodically to exchange information about the work of the student at the day care center and to discuss any problems which the student may be encountering.

If a problem has arisen, faculty member and student can together go through the process of solving it. The problem is clarified, needed information is identified, feelings on the part of the student are articulated, alternative methods for solving the problem are reviewed and assessed, and finally a plan of action is made. This is an important opportunity for students to learn the problem solving process.

The conferences are also used by faculty and students to plan strategies which the student will use in training or consulting with center staff.

Ongoing evaluation of the student's performance and learning is part of the content of the conferences. Strengths and weaknesses, once identified, are used to plan a continuing training program for the student. In conferences, goals are redefined as the learning needs of the student change. The most important function of the conferences is to permit the faculty member to model techniques which the student will use in conferences with the staff members of the center...techniques which include listening, questioning, rephrasing, eliciting comments, negotiating, etc.

(2) Administrator-Student Conferences

As the center director and student meet together, the student receives information about the administrative role and has an opportunity to discuss administrative procedures. The student can question the expectations and responsibilities of the director and explore such areas as budgeting, fiscal management, working with Boards, community involvement and fundraising. The conferences also provide an opportunity for the center director to give feedback to the student about the student's performance at the center. The effectiveness of his or her staff training can be assessed and the student's observations can be reviewed. Assignments made to the student in the role of assistant to the administrator can also be reviewed and evaluated.

b. Group Seminars

Seminars provide an essential part of the training, and they are offered to several different constituencies.

In the Erikson model, all the students involved in the project meet with a faculty member on a regular basis. The seminars provide an ongoing structure in which the students learn more about training and consulting techniques, and in which they can exchange information and ideas and provide feedback to one another. This kind of interaction among peers adds an important dimension to the students' experiences.

These seminars can cover a wide range of topics, depending upon the needs of the students and the parameters of the program. Potential areas to be explored include:

* training techniques and strategies;

* similarities and differences in the organizations and functioning of the day care centers participating in the program; and

* exploration of different leadership styles.

A more structured seminar used in the Erikson ATCCA model is held monthly for all the students and all the faculty members in the program. The format of this seminar is very much like a course. Faculty members take turns planning and leading the sessions. Topics are designated in advance and readings are assigned. The content includes: using both tried and new materials, observation and evaluation techniques and systems, group process, adult learning, motivation, stages of supervision and consultation, documentation systems and training strategies.

A third kind of seminar is held periodically for students, faculty advisors, and day care directors to assess how things are going and to share information. These seminars help to shape the course of the project and to recommend changes if necessary.

These meetings are particularly valuable for the directors who have a chance to learn about each other's centers. Different philosophies and purposes are compared and the effects of varying size and organizational structures are discussed.

c. Supervised Field Experiences

As each student functions in the role of administrative assistant, a major part of his/her responsibility is to train staff. This training is provided to all the teaching staff or to groups of teachers. Students conduct hands-on workshops and content-oriented seminars. They lead small and large discussion groups, using both structured and unstructured formats. Training is also offered to individuals in the form of consultation or modeling techniques in the classroom situation.

Probably the most important learning for the student takes place on-site. It can be a difficult and anxiety provoking experience for some. However, if students have been wisely selected, they gain much from this experience. They learn that it is necessary to build a working alliance based on trust. They learn to accept other people's opinions. They learn the importance of timing, and that changes in ideas or behavior cannot be rushed. They learn that it is important to make oneself available and to model good work habits. Perhaps most importantly, they learn to know themselves and to handle those feelings which interfere with their being effective trainers and administrators.

The student's faculty advisor visits the center in order to observe the student's performance and to validate the student's observations and perceptions. Students are given feedback about their performance as soon as possible, often while still at the center.

C. Assessing the Program

The goals of the assessment are:

* To determine student success in acquiring skills and information in both administration and staff training;

* To determine the impact on the center staff and the administrator from participation in the program;

* To evaluate the program as a training strategy for other graduate and undergraduate programs;

* To give students an opportunity to develop assessment tools and to participate in the assessment process.

1. Students

In the Erikson model, each student assessed his or her own performance and what was learned. An instrument developed by the faculty was used for this assessment. (See Addendum.)

In addition to assessing themselves, students assessed the entire program, including:

* the training they received from the faculty advisors

* the site selection process and how well it worked

* the system for documenting the program

* the training they received in administration

* the workshops, conferences, and meetings which constituted an important part of their training.

Students were also questioned about their personal goals and how the program did or did not help them achieve these goals, or whether these goals changed during the course of the program.

2. Day Care Staff

The evaluation instruments to be used by the staff and the directors are developed by the students as a group. This task gives the students first-hand experience with evaluation procedures, and provides an opportunity for them to participate in a task-oriented group. This can turn out to be a valuable learning experience, as students are required to work cooperatively with peers, including learning to explain and defend their own ideas and to compromise with others in the group.

All staff members of the child care centers are asked to give their perception of how the ATCCA program affected the children as well as themselves. They are also asked to respond to any changes, such as changes in their teaching roles and their attitudes towards such changes; in understanding and cooperation among co-workers; in understanding the administrator's role; in communication within the staff; and in curriculum activities and classroom management, and any other function of the center.

3. Directors

Directors are asked to evaluate the impact of the program on the centers. They are also asked to evaluate the student's performance in the administrative area and as a staff trainer.

4. Faculty Advisors

Using their own forms, faculty evaluate student performance and whether students have met their own goals. They are asked to compare their goals for the students with the students' goals. In addition they are asked to evaluate all the components of the program and its overall effect on students and centers.

5. Student Perception of Assessment Process

It is important to stress the value to the students of being closely involved in the assessment process. Our experience is that it is a unique experience for most of them, and they learn a great deal from it. Sometimes students find that they receive conflicting views from the staff, i.e., a person may say and write different things. Staff do not always interpret the questions as the students think they will. Or sometimes answers just do not make any sense. They also find out that conflict or negative attitudes are sometimes glossed over because the program is coming to an end, and the participants are facing separation.

## III. Final Comments

We can't emphasize too strongly that this manual should be used flexibly. It can be very helpful in providing guidelines for the development of a similar program, namely one which will add additional training in administration and staff development to an existing human services curriculum. To be truly successful the program you plan should take into account all the particular needs and circumstances of the individuals and groups who are going to participate in the ATCCA program.

In our experience we found that students and staff benefited from the project. The students learned the basic principles of supervision, not by reading about them but by experiencing them. In fact, they experienced supervision both by being supervised by an Erikson faculty member, and by acting as an assistant to the center director where they had a chance to observe the supervisory process.

They also learned about consultation by providing this service to center staff, under the supervision of Erikson faculty. Here they experienced the joys of success and the frustrations of trying to help staff who sometimes did not want help or who felt overwhelmed and unable to use the help which was offered.

Students gained a sense of professionalism by "working" at the centers in positions of authority. This was true even for experienced students who had been in the field for a long time. Somehow the dual role of learner and teacher gave them insight into the entire educational/training process and with this knowledge came an enhanced feeling of being a member of a profession, rather than just having a job.

One student who was very competent in the field was able to express her pleasure in gaining a "more analytic and evaluative approach" to her work instead of "working by the seat of my pants". The sense of control that comes with true understanding cannot be underestimated.

The directors of the centers were also positive in their assessment of the ATCCA program. One said, "We were able to tailor the program to meet our needs, which made it most useful." Another director liked the chance to work with a highly motivated student who "had a new perspective and came with up-to-date information." Having someone to talk to and to share concerns and questions with was an unexpected plus for the directors. One sometimes forgets that it can be lonely at the top for administrators in small programs who have no one to complain to or to whom they can express their frustrations.

The staff expressed their views of the project in somewhat more ambivalent terms. One teacher said, "At first I didn't know what to expect and didn't like your observing my class." Other comments were "The consultant (student) supplied an impartial, objective view which is hard to get from someone who works in the center." Another teacher said, "My consultant has helped me realize what my goals and objectives are and how important it is to know what these are before you start a program."

Although the Erikson ATCCA was successful and contributed to the professional growth of all involved, it was not without its disappointments and failures. It would be unfair and counterproductive to say otherwise. Anyone trying to replicate this project should know that there are pitfalls.

The participants all suffered from overwork and scheduling was difficult. Just finding time for the kind of in-service training which was needed was very difficult in most centers. Even minimal assignments for teachers could not always be completed. In some instances staff were not motivated really to change, or they were too threatened to take advantage of the new information which was offered to them.

Students, too, were overworked and sometimes overcommitted. Sometimes they did not have all the skills which we thought were there. Sometimes they had traits which were not suitable. In other words sometimes mistakes were made in the selection of students. This occurred more often when the students were new and not well known by the faculty.

However, the balance was with the gains experienced by all the participants in the ATCCA project. Faculty, students, and center staff benefited significantly from participation in the project and left it with a feeling of accomplishment.

ADDENDA

ATCCA

PRELIMINARY OBSERVATION FORM

1. Discuss with director. Choose one room to observe. Ask director to help select person who will be comfortable during observation.

2. Introduce yourself to classroom staff and set time for visit.

3. Explain purpose of visit. Opportunity for you to use your observation skills, receive feedback from your Erikson Institute advisor on your competence in this area.

## ATCCA PRELIMINARY OBSERVATION FORM

Name: _____ Date: _____

Arrival Time: _____ Center: _____

# of Children: _____

# of Adults: _____

Age Range: _____

You are asked to make 5 observations for five to ten minutes each. Please answer the questions carefully.

Part I - 5 Minutes

Look around and get a feeling for the atmosphere of the room.

I like/don't like this room.

Why?

Part II - 5-10 Minutes

Observe while children are engaged in free play/free choice activities.

| | Activities Going on at the same time | Number of Children at each | Adult Roles | Your Feelings |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |

Part III - 5-10 Minutes

Observe while children are in teacher-directed activity.

| Activity | Children are doing | Adults are doing |
|---|---|---|

Part IV - 5 Minutes

Transitions, describe:

General activity/activities before transition:

How are children informed of change to come?

How do children respond?

How does staff respond?

Was this transition handled successfully/not? Why?

Activity/activities after transition:

Part V - 5-10 Minutes

Adult/Child Interaction: Describe activity:

Describe the adult:
Facial Expressions:

Tone of Voice:

Physical Contact:

Method of Limiting:

Method of Protecting:

Method of Helping:

Instructions Given:

Kind of Cognitive Stimulation Provided:

ATCCA

## DATA SHEET

1. Explain purpose to director and staff:
   a) initial description of center to help organize information
   b) opportunity to get to know staff
   c) help in setting goals/identifying needs/desires
   d) assist in planning individual and group training segments
   e) to use in evaluation of achievement of goals

2. Solicit any questions or concerns.

3. Offer to show them the form.

Date:

ERIKSON INSTITUTE ATCCA DATA SHEET

Name of Center: Telephone:

Address:

I. General Information on the Center

Describe briefly any significant:

1. Community characteristics:

2. Individual or group characteristics of children attending the program:

Number of classrooms: Number of children in class:

Number of staff per class: Age range per class:

Records kept on individual children:

Health:

Observation:

Other:

How are records used (e.g. for daily planning, parent conferences, etc.)?

Parent conferences:

Frequency: Conducted by:

What information is shared with parents concerning the child?

II. General Information on Staff and Staff Training

List names and positions of all staff; underline those who are members of the community serving children; bracket the staff in the same room:

Describe the use/availability of volunteers:

Staff working hours: a.m.: p.m.:

Estimate staff planning and meeting time per week:

Briefly describe staff training and consultation:

1. How frequent?
2. Who plans the training?
3. Who conducts the training?
4. Content.

Identify, if possible, elements the staff liked/disliked about past training:

Reasons why liked/disliked:

Present staff training plans:

Written:

Concrete:

Vague:

Times available for training/meeting (ATCCA):

Group:

Individual:

Off-site:

Write your initial impressions of staff ability to:

Observe:

Record:

Assess:

Plan for group:

Plan for needs of individual children:

Interact effectively with children:

Is it possible to set priorities in areas of skill and interest in the above?

III. Program Goals

Are there written program goals?

How were they formulated?

By whom?

Are they available to the student?

Is there a written self-assessment of the program?

Process used:

Staff input:

Is the self-assessment available to the student?

IV. Staff Roles and Responsibilities

1. Job description for all staff:

   Written by?

   Shared with?

2. Grievance procedures/hiring/firing

V. Assessment of Staff

1. Classroom staff

   By whom? How used? How often?

2. Non-classroom staff

   By whom? How used? How often?

3. Director

   By whom? How used? How often?

VI. Administration

1. List responsibilities as described by director.

2. Finances

List classifications of costs:

Estimated cost per child:

Describe how the information on this ATCCA DATA SHEET was collected:

Group meeting (list who was present):

Director (does the information represent the staff as well as the director?):

Individual staff person (list to whom you spoke):

Can you identify areas where you need more information?

Draw a chart of "lines of communication" as you see it at this center.

Student: _____ Date Completed: _____

ERIKSON INSTITUTE/ATCCA PROJECT

CONTACT WORKSHEET

Student: Date:

Advisor: Time: On-Site: Off-Site:

Center: Group/Individual:

What did you plan to do?

What did you do? What techniques did you use? (E.g., discussion, individual conference, film, role playing, etc.) What topics were covered?

Plan for center/group/individual until next contact:

Tentative plan for your next contact:

Evaluation: What worked for you? Problem areas? Contemplated changes in approach?

**SAMPLE**

ATCCA Training Agreement

I. Reorganize the room to promote more interest from the children and to create a more organized, yet open, secure atmosphere in the room.

Step 1: Put excess and broken toys away.

a. Sort the toys that belong together and keep them together.

**Example:** the toys that belong to the garage should stay with the garage.

b. Make a place for each toy: in a cabinet, on top of a cabinet or table.

c. Educate the children as to where the toys belong when they clean up.

Step 2: Rearrange the block corner to promote more interest from the children.

a. Label the cabinet sections with pictures of each "size" block.

b. Remove small blocks from wooden box and put them inside cabinet so they will be more noticeable to the children.

II. Re-do the schedule so there are appropriate blocks of time for activities (set times for quiet activities, free play, art, group time, gym, music, movement and outdoor play).

Step 1: Write a new schedule.

Step 2: Plan activities that include more directed play and build on learning.

**Example:** color games, flannel board stories, shape games that are made available to the children.

Step 3: Plan a shorter free play time, but do not eliminate free play from the schedule.

III. Maintain open communication between the two teachers in this room (Rick and Rosa) to help create a warm and comfortable atmosphere for each other and the children.

Step 1: Continue to discuss curriculum planning and all decisions about the room with each other.

Step 2: Be supportive of each other's discipline of the children.

Step 3: Make a chore chart if necessary.

IV. Utilize the consultant as a resource person.

Step 1: The consultant will share ideas, activities, songs etc. that are age appropriate for the children in Preschool.

Step 2: The consultant will model movement activities until the teachers feel comfortable enough to present these types of activities.

Signatures Date

_____

_____

_____

# ATCCA Training Agreement

Agreement with C.B. and M.B. (Classroom Teachers)

Goals:

To discuss infant and toddler development and how this development can be fostered in the day care center.

To develop a daily schedule allowing for the flexibility needed to meet the needs of the infants.

To plan activities appropriate for the developmental needs of the infants.

To develop a planning system helpful in organizing activities to meet the infant's developmental needs. This will include assessing what is needed; planning when and where the activity will be done; and an evaluation of how effective it was.

Procedure:

We will meet once a week for discussions and to develop schedules and plans. (These meetings will be held on Wednesdays at 12:30.)

Nancy S. (consultant) will supply resource information on infant development and activities, and will help in the development of schedules, activity plans, and other forms that may be decided on.

C.B. and M.B. will participate in the weekly meetings, read the information provided, and try agreed upon activities in their rooms.

_____
Consultant

_____
Teacher

_____
Teacher

## ATCCA Training Agreement

The long range goal of consultation between the teachers of the _____ Day Care Center and _____ of Erikson Institute is to individualize planning and teaching as a result of assessment. The assessment tool which will be used is School Before Six. Each of the head teachers will be worked with for approximately five sessions.

Session I: Observation in the classroon and introduction of the teacher to School Before Six.

Session II: Testing of large motor skills by the teacher and consultant. Planning which results from the individual needs of the children.

Session III: Discussion of small motor skills, and basic vocabulary. Testing of several children. Discussion of plans to meet the needs of these individual children.

Session IV: Discussion of Social-Emotional and Language Development. Assessment of the development of a few children, and plans for these children.

Session V: Planning for the on-going assessment of children throughout the year.

_____
Director

_____
Head Teacher

_____
Head Teacher

_____
Consultant

Date:

SUPPORT FOR THE ATCCA PROJECT AND MANUAL CAME FROM THE JOYCE FOUNDATION OF CHICAGO